

## UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

### MARK SCHEME for the November 2004 question papers

#### 0500 FIRST LANGUAGE ENGLISH

0500/02

**Paper 2 (Reading and Directed Writing - Extended),  
maximum mark 60**

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the November 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.



**Grade thresholds** taken for Syllabus 0500 (First Language English) in the November 2004 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 2	60	46	32	20	n/a

The threshold (minimum mark) for B is set halfway between those for Grades A and C.  
 The threshold (minimum mark) for D is set halfway between those for Grades C and E.  
 The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.

Grade A\* does not exist at the level of an individual component.



November 2004

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 60

SYLLABUS/COMPONENT: 0500/02

FIRST LANGUAGE ENGLISH  
Paper 2 (Reading and Directed Writing - Extended)



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**Part 1****Question 1**

**(a) Summarise the changes made to the rules and the arrangements concerning disabled competitors at the 2002 Commonwealth Games;**

- 1 able-bodied and disabled athletes equals
- 2 'disabled' medals added to countries' tally
- 3 disabled in processions/village/same venue
- 4 all eligible competitors in same race
- 5 with stars/top athletes
- 6 special (10) events for disabled
- 7 prime time/peak (events)
- 8 during not after main games

**(b) The views expressed in both Passage A and Passage B in favour of the changes and their importance;**

- A**
- 9 changes have effects on other competitions
  - 10 joy and competition of disabled obvious to all
  - 11 achievements will be recognized
  - 12 perform in front of huge audiences/TV
  - 13 compete at the highest level
  - 14 more inclusion
  - 15 moral rightness
  - 16 cheap
  - 17 trend towards good general attitudes towards disabled
- B**
- 18 a revolution in sport/turning point/turns sport upside down
  - 19 the term 'disabled athlete' positive/'disability into normality'/status/not 2nd rate
  - 20 acknowledge individual achievement/against odds/trying circumstances
  - 21 spectators moved and uplifted by seeing magnificent performances /appealing to public/identifying with...
  - 22 and inspired to be more positive about their own difficulties

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**23** no more patronising of disabled athletes

**24** political correctness no longer needed/applies

**25** disabled people gain more confidence by example

**26** athletics will gain/attract more interest/fresh/attractive/different attitudes

*Tick and number any of these answers up to a maximum of 15*

*Points 8, 20 and 21 must be made completely to be credited*

**Now give up to 5 marks for the ability to write in summary style (concision, focus and use of own words).**

- 5** Effective summary style throughout, focused, words well chosen.
- 4** Generally concise and well focused, in own words.
- 3** Patches of concise summary style (not consistent), reasonable focus, no/or very occasional lifting.
- 2** Rare concision, tendency to lose focus (some rambling), but evidence that the passage has been understood. Occasional lifting.
- 1** Descriptive, discursive style, frequently unfocused, lifting obtrusive.
- 0** Rambling and often muddled and hard to follow; mostly copied.

## Question 2

**Write a letter to the organisers of an athletics competition expressing your views and concerns on the issue of the equal participation of able-bodied and disabled athletes. Consider and develop these points: that the decisions have 'turned sport upside down'; that traditionalists will not like the changes; that some disabled athletes do not think enough has been done.**

## Content notes

- 1** Candidates are free to argue for or against, but will probably choose to argue *for*.

***For:* candidates may use some of the following**

Expect a statement of personal views in the introduction to the letter. Reward originality provided that it arises from a reading of the passages.

### Point 1

Sport turned upside down. Indicate A in script where this has been covered. Argument is in Passage 2, details in Passage 1 plus notion of "a good start". Good arguments show that sport has reached a turning point and that other, imaginative steps forward should be taken.

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Point 2

Traditionalists (Passage 2). Indicate B in script where this is covered. Green says that traditionalists:

- (i) believe in first past the post etc (then argues that public taste is changing)
- (ii) can't handle the notion that excellence and ruthlessness are not what athletics is about (rather than people doing their best under trying circumstances)
- (iii) fear change/live in the past/argue that athletics are unsuitable to disabled (but without change institutions die)

Also (Passage A)

- (iv) too few events - possibly in appeasement to traditionalists?
- (v) no severely disabled, 'unaesthetic' competitors.

Point 3

Indicate C in text where this is covered. Not enough done: see Cram, Bailey, Neale in Passage A. Good candidates will select what the next step should be.

**Against: candidates may use some of the following**

Will possibly combine Points 1 and 2, legitimately, in an argument for, e.g. first-past-the-post or the pursuit of excellence, and develop the views of traditionalists as defined in Point 2 above; Point 3 might argue that too much has already been done and that the disabled should have their own, separate competition (perhaps with refinements such as happening at the same time).

**Give one overall mark for content, but bear in mind that all three points need a response and ready reckon five marks per point in the back of your mind.**

**In general, look for**

- (i) ideas and arguments related to the passages. **Mark 1 and tick**, exemplifying details (not many) **mark d and tick**
- (ii) candidates' own ideas which arise from the passages. **Mark +1, tick and credit**. Candidates' own ideas that are unrelated to the passages and distract from their argument should not be credited. **Mark +2** (*the 2 relating to the distance in thought from the original*). Frequent marking with **+2** indicates lack of focus. So does the lack of detail or the use of generality that does not clearly relate to the passages.

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### Performance descriptions

#### 13-15

**A convincing letter** with a strong, **personal** argument clearly related to the passages. The three points are well explored and there is good exemplifying reference to the passages.

#### 10-12

**A good letter** with some reasoned, developed argument related to the passages. All three points are satisfactorily referred to, and the responses to at least two have some merit. There are several exemplifying details from the passages.

#### 7-9

**A satisfactory letter** with straightforward arguments related to the passages and with occasional development. The effectiveness of the responses to the three points may be patchy, or one might be missing. There are occasional exemplifying details from the passages.

#### 4-6

**A thin letter** which nevertheless is applied to the question. There are signs of logical argument with some extension in places. The points are simply dealt with. There is some passing reference to the passages.

#### 1-3

**A poor letter** with some relation to the passages but with spasmodic or flawed argument. There is a general relevance, but detailed reference is rare.

#### 0

A failure to address the question. Any reference to the passages does not provide evidence of careful reading.

### Structure of letter and appropriate language

- 5 The argument has good paragraph links and an effective ending. The language is persuasive and the register formal, but addressing the reader in an engaging manner.
- 4 The argument is logical and paragraphs are sometimes linked. The language is persuasive in places and the register formal.
- 3 The argument is in order but the links are not strong. Language is clear and at times unadventurous and the register formal but ordinary.
- 2 The argument can be recognised but may be repetitive or lack strong order in places. Language is reasonably clear without strength or consistency, and there is an attempt at formality that is not always sustained.
- 1 Parts of an argument may be identified but the structure is inconsistent. Language is clear in places but generally not appropriate to the recipient.
- 0 Haphazard, blurred argument and weak, inappropriate language.

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**Part 2****Question 3**

You are Feddi's supervisor. Write your report on his work experience. Although it is addressed to his teacher, you know that Feddi will be given a copy. In your report, assess his value as a potential employee, explain the good points that he could develop and show how he could overcome his weaknesses.

**Notes on content**

Expect candidates to use the material, to **develop** it and to **evaluate** Feddi's performance.

A convincing report could **reorganise** the material thus:

**Strengths, for example:**

- (1) Quick at grasping procedures and learning enough over three days to work with customers. Efficient with files.
- (2) Good on computers (the shortcut was an outstanding piece of work).
- (3) Effective with customers, style and speech good.
- (4) Apologised voluntarily for poor behaviour and was grateful for efforts made on his behalf.
- (5) Probably too bright for this type of work (underlies some problems)

**Weaknesses, for example:**

- (6) Timekeeping: arriving late, arriving early but not enough to be ready for work, using personal excuses that are not the business of the firm.  
Advice: to allow extra time in the morning.
- (7) Behaviour: aggressive towards line manager; did not comply with dress code; grumpy; did not cope with mundane tasks.  
Advice: these are passing problems - for the moment think before you act or if you have a problem, ask someone about it or to explain.
- (8) Customers: over-familiarity; failure to understand their expectations of appropriate dress.  
Advice: seek further advice from older friends who are in work.



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## Performance descriptions

### Content

#### 13-15

**An excellent report** that reorganises the material effectively and evaluates Feddi's work consistently, offering practical and encouraging advice. It avoids narrative (although it may give events as examples).

#### 10-12

**A good report** that attempts reorganisation of the material and is effective in places. There is a useful evaluation of Feddi's work, although the advice given may be less strong. It generally avoids repeating narrative.

#### 7-9

**A satisfactory report** which is presented clearly with partial reorganisation, but which tends to repeat ideas from the material rather mechanically. Advice is straightforward. The evaluatory tone may be inconsistent and there may be small patches of narrative.

#### 4-6

**A rather thin report** which addresses the question satisfactorily and which uses some of the material. Some opportunities to offer advice and to evaluate on the basis of the material are missed. The report is mostly descriptive or narrative.

#### 1-3

**A poor report** which tends to repeat material from the original, possibly in a form very near that of the diary, so that the general effect is bitty and there is no strong thread of advice or evaluation that could be of use to Feddi or to his teacher. What is written is nevertheless relevant to the question.

The work is too poorly organised to have any effect and is difficult to follow. Little use is made of the material which may be copied in places.

## Performance descriptions: written expression

#### 5

Virtually no technical errors. Adopts appropriate register for a report suitable for Feddi or his teacher. Effective vocabulary and fluent sentence structures.

#### 4

Slight technical errors; occasional loss of appropriate formal register. Some signs of a wide and effective vocabulary. Sentence structures mainly fluent.

#### 3

Needs attention to detail, but generally correct and clear. Vocabulary plain, but shows obvious traits of formal style. Sentences unadventurous but reasonably structured.

#### 2

Needs some redrafting. Language shows slight confusion between formal and informal register. Vocabulary and sentences comparatively simple.

#### 1

Many errors, technical and stylistic, including some sentence structures. Formal style ineffective in places. Vocabulary limited.

#### 0

Serious language faults. Register ineffective. Meaning blurred.